



St Saviour's CofE (C) Primary School

Inspection Report

Unique Reference Number 124255
LEA Staffordshire
Inspection number 281672
Inspection dates 22 February 2006 to 23 February 2006
Reporting inspector Ceri Morgan HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Congleton Road
School category	Voluntary controlled		Stoke-on-Trent
Age range of pupils	4 to 11		Staffordshire ST7 1LW
Gender of pupils	Mixed	Telephone number	01782 296700
Number on roll	159	Fax number	01782 296704
Appropriate authority	The governing body	Chair of governors	mr David Rawlinson
Date of previous inspection	16 October 2000	Headteacher	Mrs Susan Gratton

Age group 4 to 11	Inspection dates 22 February 2006 - 23 February 2006	Inspection number 281672
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

St Saviours is a smaller than average primary school situated in the village of Talke. The school serves an area of economic disadvantage and has been through a period of change since 2002. The number of pupils has been in decline for some time and there are considerable variations in the number of pupils in each year group. In 2004 a nursery unit was established by the school. There are currently no pupils for whom English is an additional language and there are more boys than girls in school. The number of pupils who have special educational needs is similar to other schools nationally.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

St Saviours is a satisfactory school that is now making progress after a period of change. The school judges itself as satisfactory overall with some areas that need improving. Its strengths include pupils' personal development and the care and guidance shown to the pupils. The recent changes are only just starting to influence the standards reached and the progress pupils make and there remains work to be done to secure the improvements being made. Children enter school with below average skills and get off to a good start in the new Nursery. Their later progress is satisfactory but is accelerated at particular points in the school, notably in Years 2 and 6. National test results improved in 2005 and inspection evidence confirms this improvement is currently being maintained, although as yet not enough more able pupils are doing as well as they could. Teaching and learning are satisfactory overall with examples of both good and inadequate practice. This, together with some staffing difficulties, is the cause of the inconsistent progress being made by pupils. The use of assessment information is now established but not yet consistently in all classes. This information has helped the school to become increasingly aware of its true strengths and weaknesses. The school has made satisfactory progress since the last inspection. The improvements in information and communication technology (ICT) are noticeable in all classes and relationships with parents are more secure. There are strong partnerships with outside agencies. The school has a hard working and caring staff that are keen to improve standards, although formal monitoring procedures do not yet focus enough on pupils' progress. The school has the capacity to improve and provides satisfactory value for money.

What the school should do to improve further

- Improve the quality of teaching and learning in lessons where there is inadequate practice.
- Ensure the new assessment procedures are implemented in all classes and used to set ambitious targets for all pupils.
- Provide additional support to those pupils who have had an unsettled period because of staffing changes.

Achievement and standards

Grade: 3

Children's attainment on entry to the Nursery is below average. Pupils' standards and achievements are satisfactory overall although there is room for improvement. There has been a period of variable performance in recent years and in 2004 the standards achieved by pupils in national tests at age 11 were below average. However, there has been a recovery in this position since and standards are now broadly in line with national averages. Despite this, not enough pupils reach the higher levels in national tests. Standards in English are average overall despite recent improvements in reading and speaking and listening. The main reason is that standards of writing have not improved by as much as hoped and the progress being made by pupils remains slightly below national averages. Pupils in Years 2 and 6 are making steady progress but some others

have had a disrupted education as a result of staffing changes. The school are aware of this and have appropriate plans to remedy the situation. There was little difference in standards between English, mathematics and science in 2005. Around three quarters of the pupils managed to achieve the expected levels, but the targets need to be more challenging for 2006. Pupils with special educational needs do well as a result of good support. Boys and girls make similar progress although there are some variations between year groups. The school has yet to fully analyse which groups of pupils make better progress than others.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They speak enthusiastically about school and enjoy their learning. Their sense of pride and belonging matches the school's intention to be a place 'where every child is special'. Children feel safe and valued. Attendance is satisfactory. Most pupils behave well, although the boisterous behaviour of a few requires sensitive handling. Some parents are also worried about this and a small minority have concerns about bullying. Pupils' spiritual, moral, social and cultural development is good. Pupils work and play together well, helping each other to succeed. They have time for quiet reflection and they have a good sense of right and wrong. However, the school could do more to enhance pupils' satisfactory cultural development – for example, there are not yet enough positive images of our culturally diverse society in school. There are many reminders about healthy lifestyles in the curriculum, on display and in the daily supply of water and fruit. Children know of the importance exercise and adventure, enhanced by the extensive grounds and the new secure outdoor areas for the youngest children. A new school council is beginning to consider ways of improving school life. Pupils are happy to work together to make a contribution to many charitable causes, showing a growing sense of enterprise in organising sponsored events. Such activities, combined with their improving progress in basic literacy, numeracy and ICT skills, ensure that pupils are adequately prepared for later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teaching seen ranged from outstanding to inadequate, but most was satisfactory. When expectations and activities are exciting and interactive, pupils respond well but sometimes introductory sessions are too long and tasks are not always matched to ability and interest. Lesson plans do not always match the different levels of expectation for the various ages and abilities in each class. As a result, progress is slow in some lessons where there is insufficient challenge, especially for the more able, and a lack of sparkle and excitement. When this is the case, pupils get bored and learning deteriorates. Pupils respond well to challenges and investigations, as in a science session in Year 3 and 'visiting the zoo' set up in the Nursery. The use of interactive whiteboards and computers has improved and is now

supporting learning effectively. The assessment systems are beginning to make a difference to pupils' learning. Teaching staff now measure year-on-year progress and set pupils targets for the next stage so that they can improve more quickly in English and mathematics, but not all do this rigorously enough. When day-to-day reminders about these targets are used, they have a good impact on outcomes. The whole-school drive to improve sentence construction in order to improve writing has been particularly well supported by this approach. The growing role of teaching assistants is making a positive impact on learning, both in the lessons they support and in the contributions they make to the colourful and exciting displays in the classrooms. The partnership between all adults who work in the school is very good. Support from the school for training to the Higher Level Teacher Assistant qualification is now benefiting pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall, and in the Nursery it is lively and exciting. Pupils thrive on the range of activities and the support they get from adults. Visits out of school enhance learning and the older pupils are looking forward to their first residential visit. After school activities are well attended and enjoyed by older pupils. Fun Fitness gives younger pupils a chance to exercise too. One good link is where football coaching is offered in exchange for the club's use of the school grounds. Teachers from local secondary schools also offer sessions in drama and ICT. The improved opportunities to use new classroom technology to enliven learning have helped secure the necessary improvements in ICT. Pupils with special educational needs are well supported by dedicated adult help. The school works effectively with outside agencies. On occasions, those pupils who could work at higher levels are not challenged enough and as a result they do not always make good progress.

Care, guidance and support

Grade: 2

The good care, guidance and support provided are a strength of the school. Beginning in the nursery and throughout the school, pupils are well cared for and made to feel that they are valued as individuals. There is a strong commitment to supporting pupils facing difficulties, either personal or educational. Child Protection procedures are securely in place and staff have received recent training. Although a few pupils say they have experienced bullying, they generally feel safe and know who to talk to if they have worries. The new 'Nurture Programme' is helping to improve pupil relationships, and a group of parents is involved with the programme. Staff encourage pupils to be independent through the tasks they set in lessons. The pupils learn to make choices about how they will solve a problem and can work sensibly together, for example, on preparing a balanced argument on the possible building of a ring-road around Talke. Regular homework supports this growing independence. Although marking is generally positive it does not always offer guidance on how to improve.

Leadership and management

Grade: 3

Leaders are aware of the need to improve standards, and strategies to achieve this have been effective in Years 2 and 6. Here pupils are given individual targets to improve each term. The senior management team has produced a draft school improvement plan but it is not fully completed, and statutory targets for groups of pupils are not yet ambitious enough. The role of subject leaders continues to develop and most know the relative strengths and weaknesses in their subjects well. There is currently no one responsible for science, but the school is on track to continue the improvements made last year. The headteacher is a sensitive leader and knows the school's strengths and weaknesses well. She has an open and consultative style and has built a supportive team that cares about the pupils and works hard. She is guiding the school through a period of change. However, much of the school's monitoring and planning is new and it is not focused closely enough on pupils' progress. As yet there are few formal systems to ensure actions are completed. Governors also carry out their responsibilities satisfactorily. They know the school well and are supportive of the staff. They have now started to raise the level of challenge and more effectively hold the school to account for its performance.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

23 February 2006 Dear members of the school council We would like to thank you for helping us find out about your school. I am writing to let you know what we think and to ask if you would talk to your teachers about how to share this with the other pupils in the school. These are the things we liked most. • Everyone told us how proud they are of St Saviours and how much they enjoyed coming to school. • You especially enjoy it when your teachers plan exciting things for you to do using computers and investigations. • You work hard and behave well, although some of you could behave even better when you are outside in the playground. • We know your teachers care about all of you and want you to do well. The teachers work very hard too and make sure you are safe and looked after. • There is a good range of after school clubs to choose from and we know that you enjoy going to them. We know you are keen to do well and we think some things could be even better. • We have asked the adults in charge of the school to make sure that your teachers make all your lessons interesting. • We have also asked the school to keep reminding you of what you need to do to get even better, making sure you understand what they expect you to do. • We have suggested that they may give extra help to those of you who have had a change of teacher. Keep up the good work at St Saviours. We wish the new school council well for the future and hope you are able to pass on our good wishes to all of the pupils too. Yours faithfully Ceri Morgan Her Majesty's Inspector of Schools
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